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ABSTRACT

This booklet provides an overview of the youth apprenticeship program in Florida. The 12 sections cover the following topics: (1) "why" youth apprenticeship; (2) goals and objectives of youth apprenticeship in Florida; (3) characteristics of youth apprenticeship; (4) how youth apprenticeship differs from other work-based learning programs; (5) scheduling and planning instruction and the career path; (6) the youth apprenticeship program committee; (7) student selection; (8) program of instruction and the instructor; (9) planning and managing the on-the-job training phase; (10) criteria for voluntary program recognition; (11) steps in developing a youth apprenticeship program; and (12) technical assistance. (KC)

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ED 418 258

Florida School-to-Work Youth Apprenticeship HANDBOOK

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Youth Apprenticeship

Background

Historically, developed countries such as Germany, Switzerland, Sweden, Denmark and Japan have understood that the skills and knowledge of their work forces are a primary economic development asset. To prepare their work force, they rely on highly developed youth apprenticeship programs that connect industry, government, and students together in a way that facilitates a smooth transition from school to work. These proven youth apprenticeship programs starting in high school provide a relevance between study and work that is, as yet, unmatched by other training strategies.

While socioeconomic and other differences may make the European Apprenticeship System in its entirety inappropriate for this country, national consensus is demanding that American schools develop a more structured set of career pathways for their students. Additional training strategies must be developed to more effectively utilize and link school, industry and community resources together in the process of preparing America's young people for the work force. Students in unprecedented numbers continue to leave our schools prior to high school graduation with neither the academic, interpersonal nor marketable occupational skills necessary to do the nation's work. For many, dropping out is the first step in a journey leading to unemployment, underemployment, welfare, teenage pregnancy, crime, frustration, and failure to become contributing, self-sustaining members of society.

Business and industry compound the problem by continuing to hire large numbers of young people into low paying, dead-end jobs, and schools too often continue to operate and expand vocational programs to prepare students for these low wage, dead-end jobs. Remaining in school until graduation

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provides no guarantee that non-college-bound high school graduates will be able to enter the job market as qualified and productive workers.

Parents, educators and industry all contribute to the problem when they allow students to value the short-term goal of earning and spending money, over the long-term goal of investing in educational activities that further their development as skilled workers and productive citizens.

Too many schools offer no career preparation at all or are involved in the continuation and enhancement of vocational programs and activities that have few clear-cut, identifiable and measurable objectives in terms of economic development, community well-being and student occupational self-sufficiency. Care must be taken that so-called vocational programs not become the vehicle for defeating the very purposes for which vocational programs are established. There is little merit in training students for jobs in industry that are clearly part-time jobs or if full-time, destined to be low wage and dead-end. The explanation by educators and trainers that many students involved in less challenging occupational pursuits are getting in on the ground floor and "they are really training to be managers" is usually unsupported by evidence and experience. The recruiting away of capable students from more meaningful educational program endeavors is serious. Providing cheap unskilled labor is not an identified educational goal. Presuming that all capable students are going to college and do not need an alternate career path is no more honorable.

Florida's Blueprint for Career Preparation provides the vehicle for bringing planning and order into the educational process. Only through logical, well founded programs and program decisions can the Blueprint's potential be realized.

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Students and parents alike must readily understand and accept the value of becoming a highly skilled worker. Emphasis must be placed on programs in our schools that are linked to high-skill, high-demand occupations and industries. While many low-skill production jobs have moved "off shore," it is an absolute necessity that high-skill jobs be retained in this country. While jobs involved in the production, service and distribution of goods are essential, the building and maintenance of infrastructure, and provision of health care, personal and protective services to citizens is of equal importance. Skilled workers for high technology manufacturing and service industries represent but one part of the overall need for a highly trained work force.

Some primary considerations in selecting an occupation(s) for which to provide training are:

- Does it provide career wage progression?
- Is health care insurance normally provided?
- Does it have the capacity to support a family unit above the poverty level?
- Does it support the community's economic development initiatives?

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Goals of Youth Apprentices in Florida are to:

1. Develop work-based programming strategies that provide a coordinated continuum of training that includes strong academic, interpersonal and effective decision-making skills in addition to occupational skills at all levels of education.

2. Provide a curriculum and delivery system that identifies opportunities and career paths for Florida students to follow.

3. Provide a mechanism to involve industry, government, and the community in the educational process.

4. Assist in Florida's economic development efforts through focus and training options that provide industry with qualified job applicants.

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Objectives

1. Develop program strategies that allow students to link instruction received in the school's related instruction classes and laboratories with training received at the job site on state-of-the-art equipment.

2. Develop a plan that enables small businesses to participate in a training process that produces custom-trained employees without incurring prohibitive training cost.

3. Provide a means for students to earn while they learn.

4. Provide a plan for students to articulate into PSV or PSAV technical programs with advanced standing.

5. Facilitate the early entry of students into apprenticeship or apprenticeship-like programs through counseling, testing, and mastery of academic and pre-identified occupational skills or regular entry after high school graduation with advanced standing without duplication or time lapse.

6. Provide program options that lead to job performance competence and self-sufficiency for those students who plan to enter the labor force full time directly upon high school graduation rather than continuing baccalaureate studies at that time.

Youth apprenticeship is a proven vehicle for introducing and developing knowledge, skills and behavior needed by young people as they enter the adult work world.

Youth Apprenticeship (characteristics)

Results of national studies indicate that schools planning youth apprenticeship programs should address the following:

1. Pre-identified standards of academic competency and assessment which appropriately measure interests and aptitudes necessary for success in specific careers and career clusters.

2. Continuous academic instruction to attain proficiency in at least the core subjects of English, mathematics, history and science, consistent with state education standards and any voluntary national standards that include the competencies and credits needed to permit students to pursue the full range of postsecondary education options.

3. School-based learning integrated with work-site learning.

4. Prior and concurrent occupational and technical instruction to attain:

   - broad vocational experience, including experience in and understanding of all aspects of the industry—i.e. planning, management, finance, underlying principles of technology, community issues, labor issues, and health, safety and environment, as well as technical and production skills;

   - local industry identified and accepted occupation-specific knowledge, skills and abilities specified in broadly accepted (national where available) industry standards;

   - general work-place competencies, including the ability to manage resources, work productively with others, acquire and use information, understand and master systems, and work with technologies and total quality management (TQM) concepts.

5. A work-based learning component that includes:

   - a formal training agreement between the school, the student, the employer, or apprenticeship committee, and, if applicable, the parents, outlining respective roles and responsibilities;
   - a formal work site training plan that assures exposure and rotational experience with all of the competencies and work procedures identified as essential for the program;
   - involvement of industry personnel as mentors;
   - paid work at progressively higher skill levels as the student progresses through the program;
   - an occupational objective whose incumbent journey or trained workers enjoy well-above-average incomes, usually at least 50% above the beginning training wage.

6. Formal connections to:

   - career guidance, exploration and counseling beginning no later than ninth grade to assist students in making informed choices; and
   - remediation to help students achieve the academic standards required for entry into youth apprenticeship and adult apprenticeship.

7. A range of support services that students need for successful participation that include:

   - additional career guidance and counseling to help youth apprentices prepare and plan for their future employment and education

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- remediation to help youth apprentices meet the educational, occupational and work-based learning demands of participation in youth apprenticeship.

8. Established outcomes that include:

   - award of a broadly recognized certification of occupational skills based on national occupational skill standards, where available. This certification is in addition to the academic qualifications earned, which, at minimum, include a high school diploma.

   - skill development that enables continuation of learning beyond the twelfth grade through structured articulation arrangements with postsecondary education institutions, adult apprenticeship programs, or other structured employer-sponsored training programs.

9. Active involvement of employers, schools, students, parents, unions and community-based organizations, where appropriate, in program design, implementation and operation.

10. Assurance that state and federal laws relating to safety, health and well-being of workers that apply to youth apprenticeship are complied with.

11. Criteria for entry that are consistent with federal civil rights laws governing federally funded education programs and governing employers, and that are validated as essential to successful performance of the required work. (Perkins Act provisions governing access and non-discrimination for special populations in the full range of employment-related programs would also apply.)

12. Systematic effort to place graduates in permanent, full-time employment in the field for which they have been certified, or to assist them in pursuing further schooling or work preparation.

13. A plan agreed upon by participating employers or employee groups, for determining the amount of advanced standing credit (time and pay) to be awarded to successful youth apprenticeship program completers who continue their training in adult apprenticeship programs after high school graduation.

14. Offered in schools and communities where opportunities for entry into corresponding adult apprenticeship programs and/or postsecondary instruction after high school graduation exists or will be developed.

15. A sufficient number of participating employers or employee groups to assure sponsorship and appropriate on-the-job training opportunities for those students meeting youth apprenticeship qualifications as set by the youth apprenticeship program committee. Program sponsors may consist of a single company or a series of companies with a common interest. Both joint and non-joint apprenticeship committees can participate either collectively or singly.

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How Youth Apprenticeship Differs From Other Work-based Learning Programs

Care must be taken by educational planners to insure that newly developed youth apprenticeship programs capture certain fundamental concepts of this innovative strategy. Cooperative education, internship, shadowing and other approaches involving work-site presence have long been utilized by schools as vehicles to deliver and reinforce instruction. Creating an additional program that differs little from what is already available has little merit. While certain characteristics of youth apprenticeship may appear in other programs, there are major differences that are unique to youth apprenticeship. The following strategies are basic to quality program planning:

1. Youth apprenticeship always requires postsecondary training and provides an education continuum of at least one year after high school graduation. Programs are initiated only where cooperating adult apprenticeship programs or postsecondary vocational programs incorporating structured work-based learning are available or where program sponsors intend to start one by the time youth apprentices progress to that level.

2. A substantial amount of appropriate specialized technical instruction is received prior to placement on OJT and continues throughout the training period.

3. Standards for individual youth apprenticeship recognition are set in advance and this status is not fully attained until standards as set by the committee are met and sponsorship by an employer is achieved. This usually occurs during or following the eleventh grade. Standards are requisites to be met and will vary by occupational career goal.

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4. Youth apprentices rarely work alone and then for only brief periods. Instead, they work directly under the tutelage of master crafters or as members of a highly skilled work team. These "mentors" teach youth apprentices specific skills and acquaint them with the culture of the workplace. There should be at least one fully trained and experienced master for each youth apprentice.

5. The primary purpose for being on the job site is for its educational value. While services rendered for the employer are important and valuable, he/she does not depend on the youth apprentice to run the business or assume a role that could greatly affect the company's profitability.

6. Youth apprenticeship furthers the development of adult apprenticeship programs in high technology occupations. By completing prescribed science, math and related technical instruction in high school, apprentices are more able to productively function when placed on the job in more complex knowledge-based occupations.

7. Programs providing related instruction for youth apprenticeship have their content identified by industry. This content is basic to, and compatible with, instruction contained in adult apprenticeship or postsecondary industry driven programs. Its mastery serves as the basis for advanced standing and training wage progression. It is important that youth apprentices not be burdened with non-functional content that is not normally found in the adult training programs nor required for growth and success in the occupational field selected. Technical instruction is provided by instructors meeting journey or trained employee requirements of their respective trades.

8. OJT is carefully planned in advance. Rotation through a variety of experiences during the training period is required. These experiences are systematically recorded on a Career Map or comparable instrument for credit and articulation purposes.

9. Completers receive a certificate of initial mastery. This certificate of initial mastery may be from either a local or state agency and will be awarded upon youth apprenticeship program completion. Locally developed certificates may be awarded at intermediate points.

10. All youth apprentices have employer or employee group sponsors. Employer sponsors will normally employ the trainee upon graduation but are under no firm obligation to do so.

11. Each youth apprenticeship program has a youth apprenticeship committee. This influential group is predominantly comprised of employers and/or labor representatives as appropriate.

12. High school graduation is the minimum acceptable goal of youth apprenticeship and is a requirement for completion. Employer/sponsors agree not to hire trainees who drop out unless approved by the youth apprenticeship program committee.

13. Youth apprenticeship programs are usually offered for occupations officially recognized as apprenticeable by the Federal Bureau of Apprenticeship and Training. State laws and licensing requirements, however, may prevent some occupations from being apprenticeable in Florida. Programs may also be offered for other substantial occupations

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that require a year or more of postsecondary instruction for mastery and where worksite experience makes a significant contribution to the learning process.

14. Youth apprenticeship programs articulate with adult apprenticeship programs which are registered by an appropriate state or federal registration agency to assure program quality and attainment of a recognized credential.

15. Youth apprenticeship more thoroughly incorporates the elements of a school-to-work transition program. These include secondary school academic and technical instruction, sponsored worksite training experience, a progressive training wage and advanced standing in adult apprenticeship or postsecondary vocational program, until fully trained employee status and regular job placement is attained.

16. Requires at least one or more additional years of adult apprenticeship or postsecondary instruction beyond high school.

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Scheduling and Planning Instruction and the Career Path

Course Scheduling

It is essential that youth apprenticeship students meet all course requirements for high school graduation. With careful planning, occupational courses, to include planned on-the-job work experience, can be completed in addition to academic courses within the normal high school time frame.

To the extent feasible and to assure timely sequential course scheduling, individual four-year student plans should be developed in the eighth grade prior to entry into high school. Courses to be taken will differ by technology with individual youth apprenticeship program committees playing a major role in the identification of those courses adjudged to be most appropriate for the career path selected.

Safety Considerations

All applicable labor and worker protection laws must be complied with. Safety training to include accident avoidance and safe work practices, guarding and personal protective equipment, incident reporting, and the Florida Workers Right-To-Know Law (FS Chapter 442) should be completed prior to placement on OJT. Individual records attesting to successful completion of these prerequisites should be kept on file for each youth apprentice.

OJT Strategies

Differing strategies will require different points of entry into the on-the-job work component. Work/school attendance may be arranged for full days, partial days, or a combination. One option may provide for full-time school

attendance for three days each week with two days devoted to the work site. Block scheduling should facilitate that arrangement. Any combination of school/work attendance that is convenient for employer, school and student should meet requirement of the youth apprenticeship program. Full time summer employment is a valuable provision.

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Florida High School Graduation Requirements

24 Credit Hours Total

English	4 credits
Mathematics	3 credits
Science	3 credits
American History	1 credit
World History	1 credit
Economics	0.5 credit
American Government	0.5 credit
Practical Arts (Vocational Education Exploratory Vocational Education)	0.5 credit (each in Practical Arts Vocational Education Exploratory Vocational Education) or Exploratory Education or 1 Credit (in Practical Arts Vocational Education or Exploratory Vocational Education or in Performing Fine Arts as selected) or
Performing Fine Arts	0.5 credit (each in Practical Arts Vocational Education or Exploratory Vocational Education) or 1 credit (Performing Arts)
Life Management Skills	0.5 credits
Physical Education	0.5 credits
Electives	9 credits

A grade-point average of 1.5 on a 4.0 scale is needed for the twenty-four credits used to meet state graduation requirements. However, some districts are requiring a grade point average of 2.0 and a required credit in Algebra.

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A Sample Youth Apprenticeship Student Schedule

Grade 9

Math - (1 credit)
Pre-Algebra or Algebra
Science - (1 credit)
Biology
English - (1 credit)
English
Social Studies -
None
Physical Education - (1 credit)
Personal Fitness
Practical Arts - (1 credit)
Practical Technical and Industrial Trades
Requirement - (0.5 credit)
Life Management Skills
Elective - (0.5 credit)

Total six (6) credits

Grade 10

Math - (1 credit)
Algebra or Geometry
Science - (1 credit)
Physical Science or POT or Chemistry
English - (1 credit)
English II
Social Studies - (1 credit)
World History
Requirement -
Performing arts already met by Practical Technical and Industrial Trades
Elective - (2 credits)
Specialized Core Curriculum

Total six (6) credits

Grade 11

Math - (1 credit)
Algebra or Geometry
Science - (1 credit)
Physics, POT or Chemistry
English - (1 credit)
English III
Social Studies - (1 credit)
American History
Elective - (2 credits)
Specialized Occupational
Preparatory Program

Total six (6) credits

Grade 12

English - (1 credit)
English IV
Social Studies - (1 credit)
American Government - 0.5
Economics - 0.5 credit
Elective - (1 credit)
Specialized Occupational
Preparatory Program
Elective - (2 credits)
On-the-Job-Training

Total six (6) credits

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The Youth Apprenticeship Program Committee

Each youth apprenticeship program will have an active occupation-specific oversight committee. Membership will usually be comprised of employers or their representatives, educators, organized labor as appropriate, community leaders, and others that might be considered stakeholders. Since the primary program goal is to prepare students for entry into adult training programs with advanced skills, knowledge and standing, it is important that employers and/or representatives of these adult programs comprise majority membership.

Duties of the committee include:

1. Developing or modifying program standards to fit local conditions.
2. Providing and helping locate training jobs.
3. Helping develop and modify curriculum.
4. Providing oversight for and otherwise assuring quality related technical instruction.
5. Assisting in the identification of academic and vocational courses appropriate for the technologies being studied.
6. Providing oversight for OJT to assure a high quality and appropriate learning experience.
7. Developing a progressive wage scale for student-trainees to complement program requirements.

8. Developing standards for awarding credit, including time and pay for youth apprentices that enter into regular adult apprenticeship or postsecondary instruction upon graduation.

9. Assisting in the identification and implementation of incentives for students to remain in school until graduation. Participating employers will not normally hire dropouts.

10. Helping publicize the program.

11. Providing recognition for youth apprentices, employers, labor groups and others who work to make the program a success.

12. Providing instructor assistance and updating.

13. Obtaining external evaluation of the program and its elements for the purpose of improvement.

14. Providing linkages with adult apprenticeship and postsecondary work-based training programs.

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Student Selection

The youth apprenticeship program provides an excellent opportunity for guidance counselors to fulfill their mission. All student applicants should be systematically considered and profiles including interests, aptitudes, strengths, and areas to be targeted for improvement identified. Students and parents should be made aware of program-of-study requirements and nature of work to be performed for each occupational track so that informed decisions and commitments can be made.

Due to workplace requirements, youth apprentices must be free of addictive and intoxicating substances. Many employers require drug testing.

Future promise should outweigh past performance in student selection as many previously less successful students will rapidly develop their potential upon entry into a quality youth apprenticeship program.

Dependability and attendance are important indicators of the maturity level required for youth apprentice status.

Applicants must be physically, mentally and emotionally capable of doing the work required. It should be kept in mind that most handicapped persons have limited handicaps and can excel in many jobs. Others can be successful when special and reasonable workplace provisions are made.

Equity and equal opportunity laws should be observed and a workplace provided free of sexual harassment.

Once accepted, students pursue a prescribed course of study leading to full youth apprentice status. This is attained when pre-identified standards are met and the student is sponsored by an employer or joint labor committee. Sponsorship is usually achieved in the eleventh grade and precedes OJT experiences. Students not gaining sponsorship at an early opportunity can continue their studies until sponsorship is attained.

Program of Instruction and the Instructor

The youth apprenticeship program of instruction includes both academic and technical job-related studies.

Academic and technical courses are carefully selected with the assistance of the youth apprenticeship program committee. Beginning courses are typically broad based and are sequenced so as to provide maximum preparation for the increasingly difficult content and work processes that follow.

The committee helps identify, for inclusion, any courses that might be a prerequisite for adult program entry. For example, Algebra I is required for entry into almost all adult electrical apprenticeship programs.

Technical content is jointly identified by and approved by the youth apprenticeship committee. It is part of a continuum between secondary and postsecondary program content. It should be compatible with prevailing curriculum frameworks which serve as a basis for FTE funding.

Care must be taken to insure that SCANS competencies are incorporated into the content. Teaching strategies should include critical thinking and decision-making opportunities as well as experience as a member of a mutually supporting work team.

To the extent possible, academic courses should be offered in an applied format. This is facilitated by schools offering a Tech Prep curriculum option. Occupational preparatory courses will normally begin in the tenth or eleventh grade. A common strategy will be to begin with a broad-based common core to be followed by more narrowly focused technical instruction that is directly applicable to work processes that are pursued as part of the program.

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Instructors selected to teach related study should enjoy the confidence and approval of the youth apprenticeship program advisory committee. In addition to possessing an appropriate teaching certificate, instructors should hold current local, state and national licenses and certificates normally required or expected of trained workers in that occupation.

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Planning and Managing the OJT Phase

The OJT phase of youth apprenticeship is a vital program element. It is here that the student learner gains first-hand knowledge in an applied setting of current tools, materials, and processes of the work place to include exposure to workplace culture. Using the program standards as a guide, jobs should be procured that provide job-site learning experiences in the competencies to be mastered as well as reinforcement of theoretical knowledge gained in the classroom.

Youth apprentices are paid a previously agreed upon scaled wage by participating employers. This wage usually commences with job placement but may start earlier in some instances. Work productivity expectations may vary.

Responsible behavior and self-discipline are hallmarks of adult apprentices. They are required to be prompt and regular in attendance, apply themselves diligently, work well with others, aggressively avail themselves of learning opportunities, and protect the interests of employers. Youth apprentices are expected to meet these same standards. OJT provides unique opportunities for growth in these important areas in an applied setting.

Youth apprenticeship program coordinators need to be skilled in the development of youth apprenticeship program advisory committees as well as coordinating the youth apprenticeship program with adult apprenticeship and work-based postsecondary vocational programs.

Youth apprenticeship coordinators are usually full-time employees of the school system and are involved in all parts of program development and operation such as committee development, trainee recruiting, counseling,

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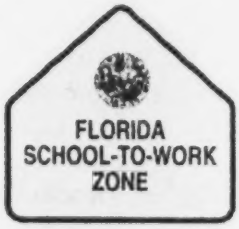
mentoring, curriculum development and progress certification, instructing, and public relations efforts.

Coordinators should have familiarity with the occupations being trained for and credibility within the industry for which training is provided.



Criteria for Voluntary Program Recognition

Youth Apprenticeship is one of the more demanding of the various School-To-Work training program options. Probably, more than any other, it interfaces with a formal and well organized adult training system. In school technical instruction and on-the-job training is highly structured and evaluated according to pre-identified standards. Youth apprentices are integrated into the labor team and the work they perform usually becomes a valued part of an employer's ability to deliver a product or service. As the first step in a continuum leading to journey or trained employee status via adult apprenticeship or other structured postsecondary training program, it is important that the youth apprenticeship program be well planned. The program approval process helps insure that essential program elements have been identified and provided for prior to the beginning of program operation.

Programs desiring recognition by the Florida Department of Education as approved Youth Apprenticeship Programs can initiate the approval process by submitting an application containing the information described below. The request should be signed by both the principal of the school seeking designation and the school's Youth Apprenticeship Program Chairman. Approval will be for a five (5) year period. It should be directed to: Workbased Learning Coordinator School-to-Work Joint Services, Division of Applied Technology, Adult and Community Education, Turlington Building, Tallahassee, Florida 32399-0400.

1. The application contains a strategy for determining the amount of credit, both time and pay, to be awarded to successful Youth Apprenticeship Program completers upon transition into adult apprenticeship programs after high school graduation.
2. Evidence of adult apprenticeship or other postsecondary work-based training opportunities after high school graduation is described and documented.

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3. Documented evidence of a sufficient number of participating employers and\or employee groups or a combination of the two to assure sponsorship and appropriate on-the-job training opportunities for the program's youth apprentices is included.

4. The delivery of appropriate core, safety, and specialized technical instruction to be provided prior to placement on OJT is described as is how it will continue to be provided throughout the training period. Sufficient time is allocated to this purpose.

5. The role of each youth apprentice's "mentor" and how the mentor will be provided is described.

6. Qualifications of instructors providing technical instruction is contained in the application. Instructors hold current state and national licenses and certificates normally required or expected of trained workers in that occupation.

7. A plan for rotating, rating, and recording training experiences is included.

8. The program's Youth Apprenticeship Program Committee is described and a list of members and their affiliation included. The majority represent employers and/or employee groups. They are knowledgeable of the trades and occupations included in the program.

9. A policy on the non-hiring or conditional hiring of Youth Apprenticeship Program dropouts is included.

10. Occupations being taught are those officially recognized as apprenticeable in Florida or possess the qualities and characteristics of those that are.

11. Participating Adult Apprenticeship Programs are registered by an appropriate State or Federal registration agency.

12. Sponsors of Youth Apprenticeship Programs for which compatible registered Adult Apprenticeship Program(s) or postsecondary work-based vocational programs do not exist have included plans for starting one within a one-year period.

13. The occupation for which training is to be given shows upward progression leading to economic self-sufficiency.

14. A form copy of formal training agreements between the school, the student and participating employers and apprenticeship committees, and if applicable, the parents, outlining respective roles and responsibilities of each is included.

15. Assurances are given that State and Federal laws relating to the safety, health, and well-being of workers will be adhered to and that Youth Apprentices will not unfairly displace current workers or violate Davis-Bacon Act Provisions.

16. Criteria for selecting and enrolling students is described.

17. Provisions for teaching the SCANS competencies and foundation skills are described in detail.

18. Plans for integrating academic instruction with vocational instruction are described, and to the extent practical, academic courses are taught in an "applied" format.

19. Youth apprentices are expected to exhibit responsible behavior and self-discipline. A plan for disciplining students who do not measure up is outlined.

20. The role and relationship of the program coordinator with participants and entities involved in the Youth Apprenticeship Program is described.

21. Provision for scheduling essential academic courses as well as technical courses for each youth apprentice, depending on the career path selected, is described.

Steps in Developing a Youth Apprenticeship Program

1. Confirm the need for the apprenticeable or advanced technology occupation to be taught.
2. Develop industry, employee and education group support.
3. Formulate a comprehensive development plan.
4. Have plan approved by appropriate local agency.
5. Secure funding commitment.
6. Apply for state program approval.
7. Arrange for facility, equipment and supplies.
8. Select instructional staff.
9. Publicize and enroll youth apprentices.
10. Secure sponsors.
11. Develop a program evaluation plan.
12. Start the program.
13. Train mentors.

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Technical Assistance

Further information can be obtained by contacting:

Florida School-To-Work Joint Services
Florida Department of Education
Turlington Building
325 West Gaines Street, Suite 754
Tallahassee, Florida 32399-0400
PHONE: 904/488-7394
SUNCOM: 278-7394
http://sun6.dms.state.fl.us/flstw/

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Division of Applied Technology,
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